

Colton Joint Unified School District
Gerald A. Smith Elementary School

Grades TK through 6
Angela Chavez, Principal
angela_chavez@cjuds.net



9551 Linden Avenue
Bloomington, CA 92316
PH: (909) 580-5033 FAX: (909) 430-2835
www.cjuds.net/smith
CDS #: 36676866035612

2022-23 School Accountability Report Card
Published February 2024

Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798
(909) 580-5000
www.cjuds.net

**2023-24
Board of Education**

Mr. Frank A. Ibarra
President

Mr. Dan Flores
Vice President

Mr. Israel Fuentes
Clerk

Bertha Flores
Member

Mrs. Patt Haro
Member

Ms. Berenice Sandoval
Member

Mrs. Joanne E. Thoring-Ojeda
Member

District Administration

Dr. Frank Miranda
Superintendent

Gregory Fromm
Assistant Superintendent,
Business Services

Brandon Dade
Assistant Superintendent,
Human Resources

Dr. Tina Petersen
Assistant Superintendent,
Educational Services

Anthony Ortiz, Ph.D.
Assistant Superintendent,
Student Services

Contents

Principal's Message
Mission
School Description
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

Welcome to Gerald A. Smith Elementary School! My name is Angela Chavez, and I am the Principal of Smith Elementary School. Smith Elementary has such a wonderful reputation throughout the District as a hardworking, successful school and I am proud we are all part of such a successful tradition! Gerald Smith Elementary is an educational institution with a successful staff, wonderful parents and guardians, community, and student body. Welcome to our school!

Our vision at Smith is to develop independent readers, writers, and problem solvers through the teaching of established educational standards. It is my belief that all students can learn and it is up to us as educators, parents, and community members to work together to ensure that all the students at Smith Elementary learn and become respectful, contributing members of our community and society as a whole. It takes us all!

Teachers and students embrace our vision, respect one another, and learn to understand, appreciate, and value persons belonging to social, cultural, and ethnic groups different from their own. Thus, demonstrating student behaviors which support the safe and enriched learning environment for which we strive.

The staff at Smith Elementary School is continually examining and improving teaching and learning. Each member of our team focus' on Explicit Direct Instruction, and a targeted response to intervention. Each instructional decision is made using these strategies in conjunction with feedback from various assessment data. Furthermore, all staff members are involved in ongoing systemic staff development, representing a coaching and modeling approach. Assessment is ongoing throughout the school year to chart progress toward our vision.

I look forward to another wonderful and successful year. With continued growth of our students through high expectations, an excellent home/ school connection, the understanding of our students' individual needs, and the belief that each and every student at Smith Elementary can and will learn, we will have another remarkable year of successes!

Please stop by at any time to chat with me, or join us at one of our monthly School Site Council (SSC), and/or English Language Advisory Committee (ELAC) meetings to get all the latest information. You can also join us at one of our many courses for parents ranging from mathematics, learning English, Nutrition, or computer classes. I look forward to seeing you soon!

Mission

Our mission is to develop strategic, independent readers, writers, and problem solvers across the curriculum, empowered with skills, knowledge and values necessary to meet the challenges of a changing world. A sensitive and caring learning environment where all children, staff, and parents feel safe and respected will support rigorous academic goals.

The staff, parents, and students of Smith School pledge to set objectives that are consistent with meeting these goals. The key to self-assured, responsible, self-motivated students is the combined efforts of parents and staff. By working together, we can achieve extraordinary results!

School Description

Gerald A. Smith Elementary School is located in the northern region of Bloomington and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2022-23 school year, 587 students were enrolled, including 11.9% in special education, 28.8% qualifying for English Language Learner support, and 89.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.40%	Transitional Kindergarten	24
Male	49.60%	Kindergarten	76
Non-Binary	0.00%	Grade 1	77
Amer. Indian or Alaska Native	0.00%	Grade 2	98
Asian	0.30%	Grade 3	73
Black or African-Amer.	3.90%	Grade 4	77
Filipino	0.00%	Grade 5	72
Hisp. or Latino	92.70%	Grade 6	90
Native Hawaiian or Pacific Islander	0.30%	Ungraded	0
Two or More Races	0.90%		
White	1.90%		
English Learners	28.80%		
Foster Youth	0.90%		
Homeless	8.30%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	89.30%		
Students with Disabilities	11.90%		
Total Enrollment			587

Student Achievement

Physical Fitness

In the spring of each year, Gerald A. Smith Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2022-23					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	99%	63%	100%	99%	100%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate

Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	35.0	29.0	31.0	29.0	47.0	46.0
Mathematics (grades 3-8 and 11)	24.0	22.0	17.0	19.0	33.0	34.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	311	309	99.36	0.64	28.80
Female	169	168	99.41	0.59	31.55
Male	142	141	99.30	0.70	25.53
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	295	293	99.32	0.68	29.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	73	71	97.26	2.74	0.00
Foster Youth	0	0	0	0	0
Homeless	21	20	95.24	4.76	15.00
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	284	282	99.30	0.70	28.01
Students with Disabilities	47	47	100.00	0.00	6.38

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	311	311	100.00	0.00	22.19
Female	169	169	100.00	0.00	17.16
Male	142	142	100.00	0.00	28.17
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	295	295	100.00	0.00	22.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	73	73	100.00	0.00	6.85
Foster Youth	0	0	0	0	0
Homeless	21	21	100.00	0.00	14.29
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	284	284	100.00	0.00	22.18
Students with Disabilities	47	47	100.00	0.00	6.38

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (grades 5, 8, and 10)	22.0	20.9	13.8	14.1	29.5	30.3

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who receive scores.

CAASPP Test Results in Science by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	67	67	100.00	0.00	20.90
Female	40	40	100.00	0.00	25.00
Male	27	27	100.00	0.00	14.81
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	66	66	100.00	0.00	21.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	61	61	100.00	0.00	22.95
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, parent conferences, the school marquee, the school website, ParentSquare (automated telephone message delivery system), informational meetings, and social media (Facebook, Instagram, Twitter). Contact the school office at (909) 580-5033 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Helping Hands
School Wide Events

Committees

English Learner Advisory Council
PBIS Committee
Safety Committee
School Site Council
ASB

School Activities

Back to School Night
EL Classes for Parents
English as a Second Language
Math Classes for Parents
Nutrition Classes
Ongoing Classes for Parents to stay involved with
Student Career Guidance
Open House
Science Fair
Student Performances
Volunteer Tea

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Gerald A. Smith Elementary School's original facilities were built in 1966; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, planned campus improvements include the replacement of the play structure.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and an evening crew are assigned to Gerald A. Smith Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Restroom cleaning
- Basic maintenance
- Event setup/cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening crew is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1966
Acreage	9.5
Square Footage	52541.2
Quantity	
Permanent Classrooms	14
Portable Classrooms	24
Restrooms (sets)	6
Staff Lounge(s)	1
Resource Room(s)	1
Library	1
Cafeteria(s)	1

Facilities Inspection

The district's maintenance department inspects Gerald A. Smith Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Gerald A. Smith Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, November 27, 2023. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Monday, November 27, 2023			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior			✓
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Admin Area, Principal, Asst. Principal, P Library, P Rm 20, P Boys RR, P Girls RR, P Rm 23, P Rm 30, P Rm 34, P Rm 35, P Rm 37, Rm 8, Rm 11, Rm 12, Rm 6, Rm K-1, Workroom, Rm K-3, Rm K-4 - Water stain ceiling tiles Rm 18 - Ceiling tiles are broken P Rm 21 - Ceiling tiles sagging/water stain ceiling tiles P Rm 26 - Water stain ceiling tiles/carpet molding is missing by sink P Rm 27 - Water stain ceiling tiles/floor tiles are broken at entry P Rm 29 - Ceiling tiles are loose P Rm 32 - Floor tiles are broken at entry/carpet molding is missing at entry/water stain ceiling tile/ceiling tile is missing at entry 7; thermostat is loose on the wall P Rm 38 - Water stain ceiling tiles/formica is broken on counter Prep Rm - Ceiling tiles are damaged/water stain ceiling tiles
(D)	P Rm 22 - Outlet cover is missing P Boys RR - Outlet cover is cracked by sink P Rm 29, P Rm 34 - AV outlet cover is broken
(E)	Rm 14 - Conduit end cap is missing P Boys RR - Toilet out of order
(F)	P Rm 29 - Drinking fountain is not working P Library - Paint is chipping on eave Rm 18 - Fire extinguisher is missing P Rm 24, P Rm 38 - Plug in air freshener in use
(G)	P Rm 38 - Paint is chipping on interior door P Library - Dry rot on siding P Rm 29 - Dry rot on ramp skirting
(H)	Rm B - Trip hazard at playground matting Rm 17 - Trip hazard on walkway towards library P Rm 22 - Trip hazard at asphalt cement seam P Rm 26 - Trip hazard at asphalt cement seam P Rm 28, P Rm 29 - Trip hazard at ramp entry

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and noon aides are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. Noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators and teachers monitor student behavior to ensure a safe and orderly departure.

Gerald A. Smith Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Gerald A. Smith Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2023.

Classroom Environment

Discipline & Climate for Learning

Gerald A. Smith Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Gerald A. Smith Elementary School has the following three expectations:
 Be respectful
 Be responsible
 Be safe

Suspensions & Expulsions			
	20-21	21-22	22-23
School			
% Students Suspended	0.0	1.0	1.6
% Students Expelled	0.0	0.0	0.2
District			
% Students Suspended	0.0	5.3	5.7
% Students Expelled	0.0	0.1	0.1
State			
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.6	0.2
Female	0.0	0.0
Male	3.1	0.3
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	3.7	0.0
Filipino	0.0	0.0
Hisp. or Latino	1.2	0.2
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	7.7	0.0
English Learners	1.0	0.0
Foster Youth	0.0	0.0
Homeless	1.6	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	1.7	0.2
Students with Disabilities	2.0	0.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
		2020-21		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	9.0	13		
1	8.0	11		
2	10.0	8	1	
3	10.0	9		
4	8.0	7	1	
5	13.0	6	1	
6	13.0	7		
		2021-22		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	17.0	2	3	
1	17.0	6		
2	15.0	2	3	
3	19.0	1	3	
4	17.0	1	3	
5	22.0		4	
6	29.0			
		2022-23		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	20.0	1	4	
1	19.0	1	3	
2	20.0	1	4	
3	18.0	1	3	
4	19.0		3	
5	24.0		3	
6	30.0		3	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Gerald A. Smith Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	641	618	241	39.0
Female	322	312	122	39.1
Male	319	306	119	38.9
Amer. Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African-Amer.	27	26	11	42.3
Filipino	1	1	1	100.0
Hisp. or Latino	589	568	217	38.2
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	6	5	3	60.0
White	13	13	6	46.2
English Learners	194	185	68	36.8
Foster Youth	9	9	6	66.7
Homeless	61	59	30	50.8
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	575	561	221	39.4
Students with Disabilities	102	100	44	44.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Gerald A. Smith Elementary School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, Gerald A. Smith Elementary School held staff development training devoted to:

- Data Analysis
- Interventions
- Instructional Strategies
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Gerald A. Smith Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2021-22, 2022-23, and 2023-24 school years, Gerald A. Smith Elementary School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

- 2021-22 Training:
- SBSS Standards for Math Practices

- Cognitive Coaching
- HSS Alive
- TEL
- Trauma Resource Institute
- Web Training

- 2022-23 Training:
- Educational Technology
 - Parent Project
 - Science Training
 - Dual Immersion CABE
 - Positive Behavior Interventions and Supports (PBIS)
 - Restorative Practices
 - Differentiating Instruction
 - LETRS Training
 - DIBELS Training
 - Professional Learning Group

- 2023-24 Training:
- Speech Learning
 - CET Group (Former Future Ready)
 - Behavior Training
 - N2Y Professional Learning
 - Cognitive Coaching
 - EL Summer Institute

Gerald A. Smith Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2021-22	2022-23	2023-24
2	3	2

Instructional Materials

All textbooks used in the core curriculum at Gerald A. Smith Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science). The TK materials are from the district's most recent local adoption as there is no state board adoption list for these materials.

On Thursday, September 21, 2023, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 24-13 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2022	Benchmark Education, <i>Ready to Advance</i>	0 %
2017	McGraw Hill, <i>Reading Wonders</i>	0 %
History-Social Science		
2022	Benchmark Education, <i>Ready to Advance</i>	0 %
2021	Teachers' Curriculum Institute, <i>History Alive! California Series</i>	0 %
Mathematics		
2022	Benchmark Education, <i>Ready to Advance</i>	0 %
2016	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
Science		
2020	Accelerate Learning, <i>STEMScopes</i>	0 %
2020	Amplify Education, Inc., <i>Amplify Science</i>	0 %
2022	Benchmark Education, <i>Ready to Advance</i>	0 %

Professional Staff

Counseling & Support Staff

Gerald A. Smith Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Gerald A. Smith Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	0.5
Health Assistant	1	0.8
Library Media Technician	1	0.8
Nurse	1	*
Psychologist	1	0.3
Speech Therapist	1	0.3

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Gerald A. Smith Elementary School, Colton Joint Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Gerald A. Smith Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.0	96.2	882.9	93.0	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.1	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	5.9	0.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	14.3	1.5	11953.1	4.3
Unknown	1.0	3.9	44.8	4.7	15831.9	5.7
Total Teaching Positions	26.0	100.0	949.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.0	91.2	888.7	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	3.4	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	14.3	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	23.3	2.4	12115.8	4.4
Unknown	1.6	5.4	32.4	3.4	18854.3	6.9
Total Teaching Positions	29.6	100.0	965.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	1.5
Misassignments	1.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	1.5
Misassignments	1.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.6

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,005	\$55,550
Mid-Range Teacher Salary	\$87,263	\$84,645
Highest Teacher Salary	\$112,656	\$111,284
Superintendent Salary	\$246,477	\$278,268
Average Principal Salaries:		
Elementary School	\$137,203	\$139,860
Middle School	\$146,836	\$146,440
High School	\$162,598	\$158,447
Percentage of Budget:		
Teacher Salaries	30.96%	32.21%
Administrative Salaries	4.91%	4.89%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2021-22 school year, Colton Joint Unified School District spent an average of \$17,591 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Mental Health-Related Services
- On-Behalf Pension Contributions

- Other Federal Funds
- Other Local: Locally defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2021-22					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$9,280	N/A	N/A	N/A	N/A
Restricted	\$660	N/A	N/A	N/A	N/A
Unrestricted	\$8,620	\$8,245	104.55	\$7,607	113.33
Average Teacher Salary	\$105,814	\$92,141	114.84	\$90,632	116.75

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Gerald A. Smith Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in January 2024. Data to prepare the school facilities section were acquired in December 2023.